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Various schools applied for the Encyclopaedia Britannica Awards. From these data three levels of development of elementary school libraries were distinguished: (1) The finalists represented a special class or category, all reporting dramatic progress during the past two years. (2) Separate from the finalists could be identified a second group of school districts which consisted of well-established school library systems where the school administration had a history of financial support of library services by regular school tax resources, where there had been considerable progress in securing employed personnel to operate both elementary and secondary school libaries, and where the collection had been continuously built to a comparable level in all schools of the system. (3) A third category of school systems submitting their records of accomplishment were those where little or nothing had been done previous to 1959-60, but where the school board had recognized the need for libraries.

Qualities which should characterize the effective program of library activities in any elementary school included variety in number and kind of activities and services, a development plan, concentration on a few techniques appropriate to the schools, balance in representation of activities, and the accessibility of activities and services. The single most effective practice appeared to have been the employment of a school library specialist with system-wide responsibility for the development of all school libraries.

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Patterns of Development in Elementary School Libraries Today · Second Edition

Mary V. Gaver

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The photograph on the cover was taken
in the library of Estabrook Elementary
School, Lexington, Massachusetts,
by Gordon N. Converse, chief photographer
for *The Christian Science Monitor*.
The Lexington system won second place
in the 1964 awards program.

The Encyclopaedia Britannica School Library Awards

given with the advisory assistance of the American Association of School Librarians for significant improvement of elementary school libraries

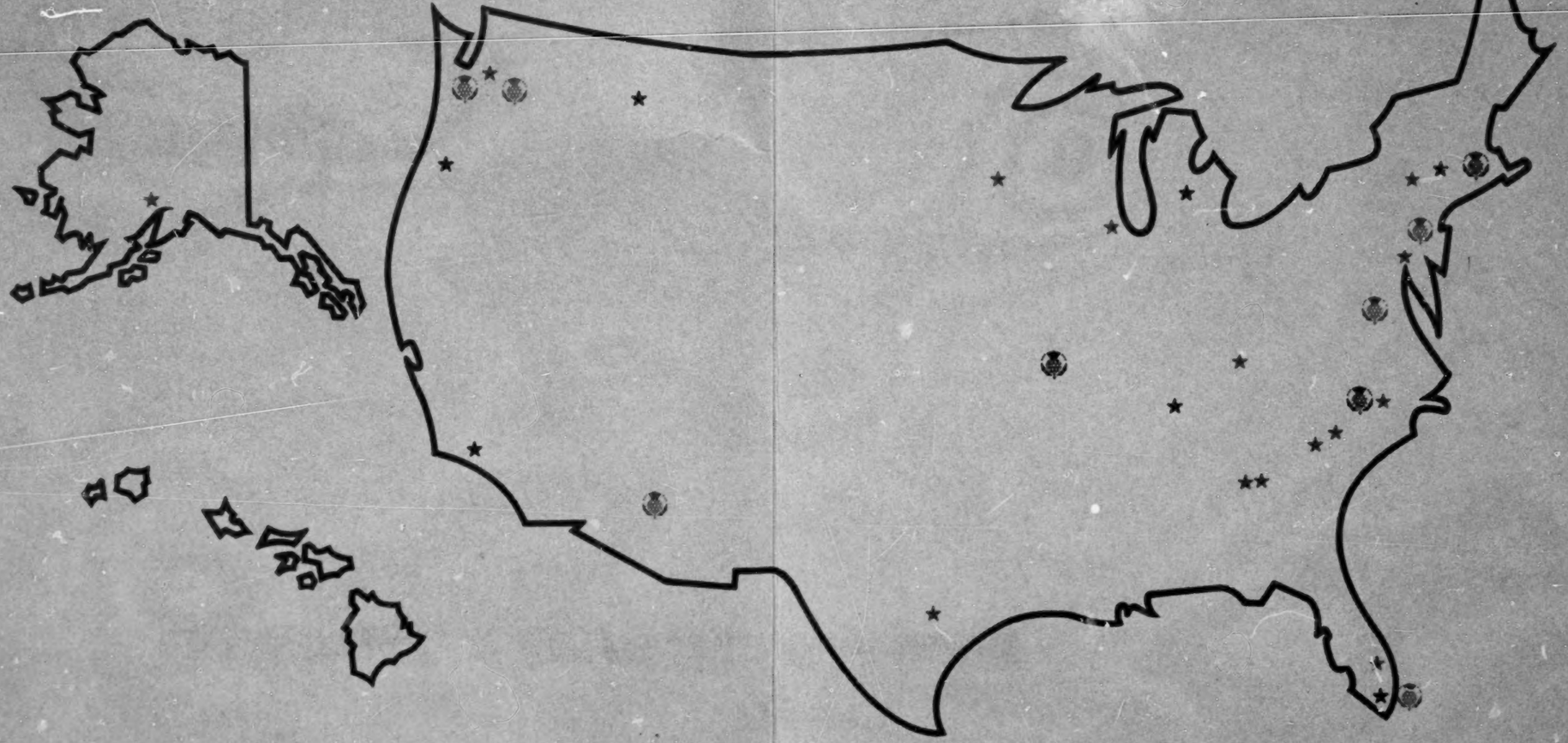
- To stimulate public interest in school libraries
- To point up the importance of good elementary school libraries to quality education
- To encourage citizen planning for their development
- To commend those school systems whose foresight and planning is an inspiration to others

$5,000 Annually in Prizes

Awards of $2,500, $1,500 and $1,000 each to the three selected school systems which, with due consideration of resources, show the greatest measure of growth and progress toward the goal of good school library service in the elementary schools of the system as a whole.

The 1964 Cash Award Winning School Systems

Left: North Carolina Governor Terry Sanford (second from right) keynoted ceremonies honoring Durham County Schools, top award winner. Dr. Charles F. Carroll, State Superintendent of Public Instruction, looks on as EB President Maurice B. Mitchell (left) presents award to Superintendent Charles H. Chewning. *Lower left:* Accepting second-place honors from Dr. Warren Everote, President of EB Press, are Sara Jaffarian, Coordinator of Libraries, and Dr. Rudolph J. Fobert, Superintendent, Lexington, Massachusetts, Schools. *Below:* Student shows $1,000 check to Superintendent Harold C. Dent and Marilyn L. Miller, State Department of Public Education, at ceremonies in Prairie Village, Kansas. W. R. Dell (right), Editor of Britannica Junior Encyclopaedia, made third-place award.



Encyclopaedia Britannica School Library Awards

1965 CASH PRIZE WINNERS—$2,500 First Prize: Dade County Public Schools, Miami, Florida; $1,500 Second Prize: New York City, New York, Public Schools; $1,500 Second Prize: Wilson Elementary School District No. 7, Phoenix, Arizona; $1,000 Third Prize: Bellevue, Washington, School District No. 405.

★ **HONORABLE MENTION**—Fort Richardson, Alaska, Schools; Atlanta, Georgia, Public Schools; School District 68, Skokie, Illinois; Burnt Hills-Ballston Lake Central Schools, Scotia, New York; Mooresville, North Carolina, City Schools; Radnor Township Schools, Wayne, Pennsylvania.

1964 CASH PRIZE WINNERS—$2,500 First Prize: Durham, North Carolina, County Schools; $1,500 Second Prize: Lexington, Massachusetts, Public Schools; $1,000 Third Prize: Prairie District Schools, Prairie Village, Kansas.

★ **HONORABLE MENTION**—Riverside, California, Unified School District; Dade County Public Schools, Miami, Florida; Lansing, Michigan, Public Schools; Missoula, Montana, Public Schools, District 1; Schenectady, New York, Public Schools; Springfield, Oregon, Public Schools; Clarksville, Tennessee, City Schools.

1963 CASH PRIZE WINNERS—$2,500 Prize (school population over 25,000): Anne Arundel County Schools, Annapolis, Maryland; $2,500 Prize (school population under 25,000): Bremerton, Washington, School District.

★ **HONORABLE MENTION**—Palm Beach, Florida, County Schools; Fulton County Schools, Atlanta, Georgia; Lexington, Kentucky, City Schools; South St. Paul, Minnesota, Public Schools; Durham, North Carolina, County Schools; Spartanburg, South Carolina, City Schools; North East Independent School District, San Antonio, Texas; Lake Washington School District No. 414, Kirkland, Washington.

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Patterns of Development in Elementary School Libraries Today · Second Edition

By MARY V. GAVER, Professor, Graduate School of Library Service
Rutgers—The State University, New Brunswick, New Jersey

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Introduction

In 1962 Maurice B. Mitchell, President of Encyclopaedia Britannica, Inc., announced the first EB School Library Awards program to recognize school systems for outstanding progress in the development of elementary school libraries during the 1960-62 period. Two cash awards of $2,500 each were established "to highlight the importance of good elementary school libraries to quality education and to encourage citizen planning for their development."

Applications from 84 school systems were selected by 36 states and submitted for consideration in the first year's competition. From this group an advisory committee of members of the American Association of School Librarians selected the 10 finalists; from these, officials of Encyclopaedia Britannica, Inc., named the two cash prize winners for 1963. (A list of award recipients appears on the inside back cover.)

Encyclopaedia Britannica was so gratified with the response to the 1963 award program that the program was continued in 1964 and offered three cash prizes: first place, $2,500; second place, $1,500; and third place, $1,000. The company has continued this awards program for 1965 and the presentations will be made to the winners during National Library Week.

The purpose of the EB awards was so directly in keeping with the objectives of the School Library Development Project, carried out by the American Association of School Librarians from 1961-62, that it seemed highly desirable to make available an appraisal of the 84 systems participating in the 1963 program. Such a study was made by the writer and published by Encyclopaedia Britannica in 1963 as a professional service.

In this second edition, the appraisal of the 84 applications submitted in the first awards program has been up-dated and rewritten to include data for the 75 school systems qualifying for the awards in the second year. Data on expenditures, personnel, collections, and quarters have been revised to present findings on the two sets of award-winning systems; however, data on *programs of service* (pages 21-27) are based only on selected schools from among applicants for the first year's awards.

As in the first edition, the objective has been to identify patterns of development followed by local school systems and to highlight effective practices. The writer presents this study as a professional contribution to the continuing and long-term program of the American Association of School Librarians to improve elementary school library services.

November 15, 1964
Rutgers—The State University
New Brunswick, New Jersey

Mary V. Gaver

Status of Nineteen Finalist School Systems

This second edition of *Patterns of Development in Elementary School Libraries Today* presents a revision of the first report with addition of data on those school systems applying for the 1964 Encyclopaedia Britannica School Library Awards during the program's second year. The publication of a report by the U.S. Office of Education on statistics for public school libraries in the year 1960-61 makes it possible to compare status of the finalist systems with the general picture in the country as a whole and with the regions in which each system is located. Furthermore, it is now possible to cite data on the proportion of the total instructional budget (covering salaries for personnel and for instructional materials) which is required in order to develop a school library program.

Table I shows the data for nineteen finalist systems on this characteristic as compared with the data for their region and for the United States as a whole. Although the range for these systems is fairly wide (from 1.1% to a maximum of 9.0% spent for library personnel and materials), the central tendency for this group of school systems (that is, the mean) is at 3.15% of total instructional budget spent for establishment and/or improvement of elementary school libraries. This finding of a 3.15% average for the systems making a real effort to improve their elementary school instructional program tends to confirm further the professional judgment that 3.0% is a reasonable standard, representing only a minor portion of total instructional costs, which should be spent on school library personnel and materials, including those at the elementary level.

It is also interesting to note that in most cases the selected school systems exceed the figure for the region in which they are located—that is, represent practices in advance of, or on the growing edge of, their region as well as of the United States as a whole. However, in the case of the systems in Kansas and Montana this is not so; here the selected school systems are below the figure for their respective regions.

The discussion which follows will take up first the two sets of finalist systems in relation to specific aspects of their elementary school library development, then present data on financial aspects of all schools making

Table I *Proportion of Total Instructional Budget Spent by Two Sets of Finalist School Systems Compared with Regional and National Status.**

School system	*Per cent of total instructional budget spent for library personnel and materials* — *Finalists* 1963	*Finalists* 1964	*Average for region***
California–Riverside		2.3	1.9
Florida–Dade County		3.0	1.8
–Palm Beach County	3.0		1.8
Georgia–Fulton County	5.9		1.8
Kansas–Prairie Village		1.2	1.7
Kentucky–Lexington	3.7		1.8
Maryland–Anne Arundel County	3.1		1.6
Massachusetts–Lexington		3.8	1.0
Michigan–Lansing		2.7	1.8
Minnesota–South St. Paul	4.4		1.7
Montana–Missoula, District 1		1.1	1.8
New York–Schenectady		2.3	1.6
North Carolina–Durham County	4.0	4.2	1.8
Oregon–Springfield		2.5	1.9
South Carolina–Spartanburg	5.7		1.7
Tennessee–Clarksville		9.0	1.8
Texas–North East Independent, San Antonio	3.8		1.9
Washington–Bremerton	3.6		1.9
–Lake Washington, Kirkland	3.8		1.9
United States**			1.7

*In this and succeeding tables where school systems are identified specifically, figures are given as quoted in the application blank and have been checked with the superintendent.

**Mary Helen Mahar and Doris C. Holladay, *Statistics of Public School Libraries, 1960-61; Part I, Basic Tables.* Washington, U.S. Office of Education, 1964. Table 16.

application during the two award years, and finally present a picture of the program of library services offered by a sample of schools from the first award year.

159 Systems Have Participated

The 159 applications for this award represent a cross section of the American educational school system. Thirty-six states applied in 1963, thirty-one in 1964, from Alaska to Florida and from Vermont to Hawaii. Included among the applicants have been one state system with centrally administered schools, county unit systems, a state school for the blind, diocesan systems serving many counties, and a variety of kinds of public school districts including several with only two or three elementary schools within their borders. States submitting applications for the first time in 1964 included Arizona, California, Oregon, Rhode Island, Tennessee, and Wyoming. In this year, also, seven private and parochial schools evidenced interest in development of elementary school libraries by submitting applications.

The only common characteristics among these systems appear to be that all are in one or another of the United States and all are interested in elementary school libraries. In research terms, the samples are self-selected, the criteria for selection being interest in and active concern for the improvement of elementary school instruction by the development of school libraries.

The Finalists

First, let us look at the finalist school systems selected by the Advisory Committee of the American Association of School Librarians for their outstanding progress in a two-year period in developing elementary school libraries. Tables II and III summarize data about those systems.

All the school boards have accepted responsibility for operation of elementary as well as secondary school libraries, as a regular and essential school service, except two in Table III which send students out of the district to high school. This is evidenced by the level and the consistency of their financial support, by the employment of librarians, and by development of an outstanding plan for long-range improvement and utilization of facilities and program.

The total expenditure for school library purposes shown by these nineteen different systems represents a significant but not large proportion of total instructional budgets and is, especially for the 1963 finalists (Table II), at a surprisingly concentrated range—between 3.0 and 5.9 per cent of the total instructional expenditure. The finalists in 1964 (Table III) show less consistency in this respect with a range from 1.1 to 9.0 per cent spent on school libraries—one system having made extraordinary expenditures and consequent dramatic progress in two years and two others having made modest progress on a minimum expenditure.

Table II *School System Characteristics, 1963 Finalists.**

School system	*No. elementary schools*	*No. elementary school students*	*Per cent total instructional budget for all school libraries*	*Ratio of school library supervisors to all school supervisors*	*Is there a state school library supervisor?*
Fulton County Atlanta, Georgia	46	18,030	5.9	2/31**	yes
Palm Beach County W. Palm Beach, Florida	60	25,379	3.0	1/13	yes
Anne Arundel County Annapolis, Maryland	59	26,124	3.1	1/39	yes
Bremerton, Washington	12	5,464	3.6	1/6	yes
Spartanburg, South Carolina	13	7,794	5.7	0/6	yes
Lexington, Kentucky	12	6,084	3.7	1/6	yes
Lake Washington Kirkland, Washington	7	4,159	3.8	1/6	yes
South St. Paul, Minnesota	6	2,840	4.4	1/1	yes
Durham County Durham, North Carolina	13	7,571	4.0	0/16	yes
North East Independent San Antonio, Texas	11	8,271	3.8	0/9	yes

*Figures for 1961-62.

**Read as 2 library supervisors out of a total of 31 supervisors.

Table III *School System Characteristics, 1964 Finalists.**

School system	*No. elementary schools*	*No. elementary school students*	*Per cent total instructional budget for all school libraries*	*Ratio of school library supervisors to all school supervisors*	*Is there a state school library supervisor?*
Clarksville, Tennessee	5	2,611	9.0	0/1	yes
Dade County Miami, Florida	143	103,590	3.0	2/24	yes
Durham County Durham, North Carolina	13	7,666	4.2	0/18	yes
Lansing, Michigan	40	16,514	2.7	1/25	yes
Lexington, Massachusetts	9	4,227	3.8	1/7	yes
District 1 Missoula, Montana	15	5,445	1.1**	1/10	no
Prairie Village, Kansas	4	2,409	1.2**	0/1	yes
Riverside, California	25	13,371	2.3	1.5/9	yes
Schenectady, New York	19	6,365	2.3	1/8	yes
Springfield, Oregon	13	4,489	2.5	1/1	yes

*Figures for 1962-63.

**There are no secondary schools in this system.

Of the nineteen systems winning finalist place in the first two years in which awards have been made (Durham County placed among the finalists both years), fourteen have district school library supervisors. Underscoring the importance of this provision is the fact that 63 of the 139 nonfinalists also have a person employed with system-wide responsibility for all school libraries or for elementary school libraries alone. A survey of the dates of appointment of these supervisors indicates real acceleration since 1958.

Looking at selected systems individually, the following picture is revealed:

A 1963 winner, Anne Arundel County Schools, Annapolis, Maryland, appointed a district supervisor on July 1, 1961, as its first step. In addition to the regular allotment for elementary school library materials of $1.00 per student, during the first year approximately $60,000 was allocated to upgrade existing collections more rapidly than the basic allotment permitted. Of this sum, $10,000 was allocated to elementary schools. During the second year, sixteen new or renovated elementary schools were opened, and building-fund money was set aside for stocking and equipping their libraries. Hereafter no new buildings will be erected or old ones renovated without including a library equipped according to specifications. A small central processing center has been set up. Authorization was given to start employing elementary school librarians in January, 1963.

Fulton County Schools, Atlanta, Georgia, has perhaps the longest history of district supervision of school libraries of any of the finalist systems and has been known for its outstanding program. Progress in the two-year period includes a continuously high level of expenditure for elementary school library materials and a high proportion of school library budget to total instructional budget. All elementary schools have full- or part-time librarians, an administrative assistant has been added to direct the work of central processing, three new schools were opened with basic collections organized and ready for use, and an excellent long-range plan is under way.

The elementary school libraries in Dade County, Miami, Florida, have shown remarkable growth in a few years, growing from 94 elementary school libraries in 1960, to 143 in 1962-63 with 144 librarians, of whom 121 have special library degrees. The school board has developed a plan for the implementation of all elementary libraries as materials centers by 1965. School board policy and centralized processing have made possible the opening of each new school building with a library, a librarian, and a minimum initial collection of 2,500 volumes completely organized and ready for use. A second supervisory position was established in 1960-61 and long-range plans include the expansion of the central processing department and appointment of additional supervisory personnel.

Bremerton, Washington, was selected as a winner in 1963 for its prog-

ress in a two-year period. A district supervisor was first appointed for 1961-62; eight teacher-librarians serving twelve schools have been employed; library rooms have been constructed, improvised, or converted; partial centralized cataloging was begun; and central headquarters for audio-visual materials and a professional library were established. Even in a state which has long headed the list in its expenditure for school library materials, this is an outstanding record, especially in light of the economic difficulties besetting this town since World War II.

The Durham County Schools, Durham, North Carolina, was a finalist in 1963 and the first-place winner in 1964. The dramatic improvement noted in 1963 was continued the following year. Building on the employment of full-time librarians in each elementary school, the school board has further increased the allotment for materials. In this case, the state supervisor has pin-pointed the strength of this system in "the professional way the librarians work together; the cooperative planning of librarian and faculty in the individual school; and the support of the superintendent and county Board of Education." As this is written, word has come of the appointment of a supervisor in September, 1964.

The Schenectady, New York, Public Schools illustrates the progress made by a city system where central collections had been established for some time but without adequate personnel and, consequently, without a well developed program. In the past three years the number of librarians has increased from three to fifteen so that nine schools are now served by full-time personnel and ten by part-time. A library program from kindergarten through sixth grade has been developed and special stress placed on library instruction and reading guidance for each individual child. Increased allotment for materials was budgeted for 1963-64.

It seems notable that each of these finalist school systems comes from a state which has one or all of the following characteristics: (1) an established position of strong leadership in school libraries at the state level and/or (2) a history of high financial support for school libraries; and (3) recent effective support for school libraries by citizens and by the professional library organization.

Budgets and Financial Support

Tables IV and V summarize a variety of information about the financial status of the elementary school library program in the finalist systems.

All the systems appropriate regular allotments for elementary school library materials: an average of $2.62 per student in 1961-62 with an average increase of 78 cents per student over the preceding year; in 1962-63 an average of $2.86 per student, with an average increase per student in this case of only 18 cents per student over the preceding year. One school in Table IV and two in Table V show a loss in this item. The average expenditure noted above is, at current price levels for juvenile

Table IV *School Library Budgets, 1963 Finalists.*

School system	*Total budget for school library purposes:* 1960-61	1961-62	*Expenditure per student for elementary school library materials:* 1960-61	1961-62	*Increase per student*	*Budget for A-V materials,* 1961-62	*Centralized or commercial processing*
Fulton County, Ga.	$378,865	$464,979	$3.05	$4.65	+$1.50	$14,426	yes
Palm Beach County, Fla.	129,829	354,117	1.80	1.50	− 0.25	not reported	not reported
Anne Arundel County, Md.	237,114	451,492	1.51	2.60	+ 1.09	25,329	yes
Bremerton, Wash.	53,400	102,490	1.32	2.57	+ 1.25	sep. dept.	yes, begun 1961–62
Spartanburg, S.C.	107,732	146,343	2.10	3.05	+ 0.95	5,533	planned for future
Lexington, Ky.	78,984	83,673	1.50	1.75	+ 0.25	sep. dept.	no
Lake Washington Kirkland, Wash.	68,718*	78,665*	2.36	2.66	+ 0.30	11,100	yes
South St. Paul, Minn.	66,865	65,499	1.79	3.57	+ 1.78	1,325; sep. dept.	no
Durham County, N.C.	54,832	94,643	1.00	1.50	+ 0.50	4,566; central office	no
North East Independent San Antonio, Tex.	48,241	157,110	1.90	2.40	+ 0.50	15,851	no
Average			1.83	2.62	+ 0.78 + 0.90**		

*Plus A-V expenditure.

**When Palm Beach County is excluded.

Table V *School Library Budgets, 1964 Finalists.*

School system	*Total budget for school library purposes:** 1961-62	1962-63	*Expenditure per student for elementary school library materials:* 1961-62	1962-63	*Increase per student*	*Budget for A-V materials,* 1962-63	*Centralized or commercial processing*
Clarksville, Tenn.	$ 5,950	$ 6,624	$1.00	$1.00#	$0.00	$ 0	no
Dade County, Fla.	1,665,935	1,885,482	1.82	1.88	+ 0.06	147,775	yes
Durham County, N.C.	84,303	91,138	1.90##	2.00	+ 0.10	945	no
Lansing, Mich.	319,600	314,973	1.68	2.39	+ 0.71	5,983	yes
Lexington, Mass.	94,313	122,476	7.15	8.95	+ 1.80	24,388	yes
District 1, Missoula, Mont.	17,878†	20,363†	1.75	1.75	0.00	3,000	yes
Prairie Village, Kans.	11,245†	9,969†	4.10	3.81	− 0.29	947	no
Riverside, Calif.	281,645	252,321	2.66	2.00	− 0.66	sep. dept.	yes
Schenectady, N.Y.	187,946	200,242	2.00	2.00	0.00	sep. dept.	yes
Springfield, Ore.	52,019	64,619	2.64**	2.82**	+ 0.18**	9,325	no
Average	$ 272,083	$ 296,821	$2.67	$2.86	+$0.18		

*Excluding capital outlay.
**Plus A-V expenditure.
†System includes no secondary schools.
#Official budget figure; special funds provided at level of $3.50 per student after EB Award application submitted.
##See figure for this item in Table IV (as reported). $1.90 for 1961-62 represents additional amount expended after application submitted for 1963 awards program.

books, not quite enough to buy one book per child per year, especially if publishers' library bindings are purchased.

A study of the data in Table V for the 1964 finalists indicates a holding of the line in per student expenditures with less average increase from 1961-62 to 1962-63 than was shown by the schools for 1960-61 to 1961-62. Probably the most noticeable record in this respect was made by the Lexington, Massachusetts, Public Schools which spent at the rate of $7.15 and $8.95 per student in the past two years in order to build up materials for the use of elementary school children in their library program.

Although information on centralized processing had to be inferred from comments in some of the reports, it can be reported that ten of the nineteen systems either have centralized processing provided by the school district or make use of commercial processing services in order to expedite the provision of organized collections of materials and to assure maximum time for professional services by librarians.

All but two systems report expenditures for audio-visual materials, exclusive of equipment, and five report that audio-visual materials are administered by a department separate from the library. The instructional materials concept appears to be evident in a significant number of the systems.

Library Quarters

Tables VI, VII and VIII summarize the status of development of the libraries in the finalist systems, particularly in relation to personnel and physical quarters. It is evident that even in these excellent systems, the staffing of elementary libraries by itinerant or multi-school personnel is a continuing necessity. Table VI shows that four of the systems still rely on classroom collections in some schools, whereas in Table VII only two of the ten systems described there continue to service schools with classroom collections alone. This does not at all mean absence of materials in the classrooms in those schools where centralized collections and libraries have been established, but rather a richer and more flexible reservoir on which classrooms may draw for their collections.

Judging only from the record of these two groups of school systems, there has been real progress in establishment of centralized libraries and collections. Among the 1963 finalists, the proportion of schools served *only* by classroom collections was reduced in two years from 17.1% to 12.5%, with ten new elementary schools opened. Among the 1964 finalists, the proportion was 7.5% to 6.2% in two years with three new schools opened. In the United States as a whole, 36.0% of elementary schools in 1960-61 were served by classroom collections only.*

Renovation and equipment of library quarters has been, and must continue to be, a major concern of all school systems in establishing library service in elementary schools. Conversion of classrooms, improvisation

*Mahar and Holladay, *op. cit.*, Table 1.

Table VI *Elementary School Library Status, 1963 Finalists.*

School system	*No. central libraries with full-time librarians*	*No. central libraries with part-time librarians*	*No. central collections with no librarians*	*No. schools with only classroom collections*	*Total number of elementary schools*
Fulton County, Ga.	30/31*	15/15*	0/0*	0/0*	45/46*
Palm Beach County, Fla.	5/6	43/50	0/0	9/10	59/60
Anne Arundel County, Md.	1/1	1/2	35/42	22/14	57/59
Bremerton, Wash.	0/0	0/8	4/8	8/5	12/12**
Spartanburg, S.C.	10/12	2/0	1/1	0/0	13/13
Lexington, Ky.	0/4	12/8	0/0	0/0	12/12
Lake Washington, Kirkland, Wash.	1/1	6/6	0/0	1/1	7/7
South St. Paul, Minn.	0/0	6/6	0/0	0/0	6/6
Durham County, N.C.	0/13	13/0	0/0	0/0	13/13
North East Independent, San Antonio, Tex.	3/3	6/8	0/0	0/0	9/11

*First figure 1960-61; second figure 1961-62.

**As reported.

Table VII *Elementary School Library Status, 1964 Finalists.*

School system	*No. central libraries with full-time librarians*	*No. central libraries with part-time librarians*	*No. central collections with no librarians*	*No. schools with only classroom collections*	*Total number of elementary schools*
Clarksville, Tenn.	5/5*	0/0*	0/0*	0/0*	5/5*
Dade County, Fla.	101/124	41/19	0/0	0/0	142/143
Durham County, N.C.	13/13	0/0	0/0	0/0	13/13
Lansing, Mich.	1/3	35/33	0/0	0/0	38/40
Lexington, Mass.	0/0	9/9	0/0	0/0	9/9
District 1, Missoula, Mont.	0/0	15/15	0/0	0/0	15/15
Prairie Village, Kans.	4/4	0/0	0/0	0/0	4/4
Riverside, Calif.	0/0	8/10	0/0	15/15	23/25
Schenectady, N.Y.	6/9	13/10	0/0	0/0	19/19
Springfield, Ore.	0/7	0/0	6/3	6/3	12/13

*First figure 1961-62; second figure 1962-63.

(use of hallways, unused kitchens, multi-purpose rooms, and the like), setting up "standard" specifications, and requiring library quarters in all new buildings as a matter of school board policy are among the methods reported.

Table VIII reports data on the floor space, seating capacity, and square feet per reader for the ten finalists in the 1964 awards program. It must be recognized in studying these data that average figures wipe out the differences among individual school buildings and that there is no data given on average size of class. Assuming, however, that 35 seats is the minimum number and 30 square feet per reader the minimum space that ought to be provided for an elementary school library, it is evident that only one school system has been unable to provide for the minimum 35 readers but that five have made this provision at the expense of crowding, with less than 30 square feet per reader. The extreme handicap under which the Montana system is working shows in its being well below the minimum on both counts. This inadequacy in quarters is one of the serious weaknesses in the development of many elementary school library programs and shows up here as a real problem.

Table VIII *Floor Space and Seating Capacity in the Average Elementary School Library, 1964 Finalists.**

School system	*Average floor space (in sq. ft.)*	*Average number of seats*	*Square feet per reader*
Clarksville, Tenn.	1,378	50	27
Dade County, Fla.	1,250	54	23
Durham County, N.C.	1,243	48	26
Lansing, Mich.	1,434	38	38
Lexington, Mass.	1,100	35	32
District 1, Missoula, Mont.	532	26	12
Prairie Village, Kans.	1,444	38	38
Riverside, Calif.	1,122	40	28
Schenectady, N.Y.	1,358	35	38
Springfield, Ore.	1,547	35	44

*Figures for 1962-63.

Table IX *Number of Elementary School Librarians with Different Levels of Professional Preparation, 1963 Finalists.**

School system	*No library science credits*	*Less than 12 semester hours*	*12-18 semester hours*	*More than 18 semester hours*	*Total number elementary school librarians*
Fulton County, Ga.	7	3	16	20	46
Palm Beach County, Fla.	39	1	3	13	56
Anne Arundel County, Md.	2	0	0	1	3
Bremerton, Wash.	0	7	0	0	7
Spartanburg, S.C.	3	2	0	7	12
Lexington, Ky.	0	0	1	7	8
Lake Washington, Kirkland, Wash.	2	2	1	2	7
South St. Paul, Minn.	3	0	0	3	6
Durham County, N.C.	1	4	2	6	13
North East Independent, San Antonio, Tex.	0	1	2	10	11**
Total	57	20	25	69	173

*Figures for 1961-62.
**As reported.

Table X *Number of Elementary School Librarians with Different Levels of Professional Preparation, 1964 Finalists.**

School system	*No library science credits*	*Less than 12 semester hours*	*12-18 semester hours*	*More than 18 semester hours*	*Total number elementary school librarians*
Clarksville, Tenn.	0	1	0	4	5
Dade County, Fla.	2	12	9	121	144
Durham County, N.C.	0	1	2	7	10
Lansing, Mich.	0	8	2	9	19
Lexington, Mass.	0	0	0	3	3
District 1, Missoula, Mont.	6	7	1	1	15
Prairie Village, Kans.	0	1	2	1	4
Riverside, Calif.	0	0	0	4	4
Schenectady, N.Y.	0	0	0	15	15
Springfield, Ore.	0	5	1	1	7
Total	8	35	17	166	226

*Figures for 1962-63.

Professional Qualifications of Personnel

A picture of personnel and qualifications for library service in the finalist school systems is given in Tables IX and X. A study of the two tables shows that the proportion of school librarians with more than 18 semester hours of library science is greater in 1964 than in 1963 and, on the other hand, that the proportion of those serving as librarians with no library qualifications is smaller. These figures seem to be in line with national trends which report a higher proportion now qualified at the level of 24 semester hours in library science than has been the case in past years.*

The emphasis put on professional qualifications is evident in the data for such school systems as Fulton County, Georgia; Durham County, North Carolina; Schenectady, New York; and in several other places where quite possibly closeness to colleges offering specialization in this field has assisted in up-grading personnel.

Survey of All Applicants

Examination of reports from all 159 applicants in both years of the award shows a variety of expedients in use as supplements or substitutes for full-time trained personnel. Among the types of positions other than school librarians working full-time in one school are to be found the following:

Itinerant or multi-school librarians represent a widely used method of providing limited library service for all schools in a system.

Teacher-librarians (that is, part-time teachers and part-time librarians) are mentioned in Pennsylvania and Montana reports, though less frequently than itinerant librarians. Perhaps this indicates that this type of position is "fading away."

Library aides (that is, college-educated women who work at an hourly rate for less than a full work week, under the direction of a supervisor) are reported from Delaware, Iowa, and Illinois schools.

Clerks, employed full- or part-time to assist elementary school librarians, are reported from school systems in Utah, South Dakota, Pennsylvania, New York, New Jersey, Michigan, Iowa, and Illinois.

P.T.A. volunteers are widely used, one system reporting 400! Among the school systems many are using volunteers to assist library staffs; for example, Anne Arundel County, Maryland, and Volusia County, Florida, are both using volunteers to help in starting a central processing office.

Level of Development of Elementary School Libraries

If the data on all schools submitting applications for the Encyclopaedia Britannica Awards are tabulated and examined carefully, the following different levels of development can be discerned:

*Mahar and Holladay, *op. cit.*, Table 10.

The finalists represent a special class or category, all reporting dramatic progress during the past two years but now at varying levels, some already well developed like Fulton County, Georgia, and others still having considerable distance to go in establishing well-developed programs.

Separate from the finalists may be identified a second group of school districts which consists of well-established school library systems where the school administration has a history of financial support of library services by regular school tax resources, where there has been for some time active citizen support of school libraries, where considerable progress has already been achieved in securing employed personnel to operate both elementary and secondary school libraries, and where the collections have been continuously built to a comparable level in all schools of the system. In most cases, there is a supervisor assigned responsibility for system-wide co-ordination of library services. Obviously, where much development has already taken place, improvement in a two-year period may be more difficult to demonstrate than where little or nothing had previously been done.

A third category of school systems submitting their records of accomplishment for the award may be singled out as those where little or nothing had been done previous to 1959-60, but where the school board had obviously said, "Yes, elementary school libraries are an essential part of the school facilities and services, and are therefore a regular component of the school budget. However, our establishment of this essential school service can feasibly be carried out only on a step-by-step basis." This statement is clearly implied by the report from the Clarkstown School District of New City, New York (in Rockland County, suburban to New York City), for example, where an elementary school library supervisor was appointed in 1959 and $1.50 per elementary school student was appropriated for 1959-60, but for the two succeeding years the appropriation was above $6.00 per student each year, and five librarians are now employed to serve seven schools. Using the criteria of employed school librarians, a system-wide supervisor, and/or significantly increased appropriations, forty-four school systems applying for the 1963 awards were identified as falling in this category.

In studying the reports of the school systems in this category, it is interesting to note that in some cases school superintendents have appointed library supervisors when the system has few, even no, other personnel with similar system-wide responsibilities; in a number of systems the library supervisor is one of three or less in this class. On the other hand, when a school system reports five or more special supervisors but no library co-ordinator, then it is obvious that the administration has not yet realized the fact that a library program serves all students and is basic to the entire curriculum.

It is obvious that private systems (independent and parochial schools) are making extraordinary efforts to improve their provision of library resources (witness, the high expenditures noted for them in Tables XI and

XII) but they also present special problems. Three report having some part-time staff, some of them are not part of a "system" (especially the case for independent schools), and many are still relying heavily on volunteer assistance. The evidences of concern and effort in these special cases, however, certainly ought to be encouraged and should be continued.

A final category of systems noted in examining the reports consists of those where no personnel has yet been employed to direct or implement a library program. In these systems the library program is administered by volunteers or occasionally by teachers with full-time responsibility as teachers. Reports state, for example, that "the high school librarian has set up each central collection which is run by P.T.A. volunteers and teachers"; "six central collections are run by the principal plus teachers plus students"; "teachers carry out library duty with P.T.A. help"; this school system has "nineteen central collections plus forty-four schools served by classroom collections, run by a six-member library committee with volunteer help." In systems such as these, the school board can hardly be said to have assumed responsibility for library services as an essential school service; these systems did not, therefore, in fact qualify for participation in the award program.

Expenditures for Elementary School Library Materials

A major finding from study of the systems applying for the awards relates to budgeting practices for library materials and provision of personnel for library services, in the finalist systems as opposed to non-finalist systems. While it may be said that these findings reflect criteria used by the committee in selecting finalists, it also seems evident that the findings reflect steps taken by school systems which have been successful in implementing more nearly adequate library programs in their elementary schools.

Tables XI and XII report data on expenditures for materials by finalist and non-finalist schools in the three-year span covered by the two awards. It is apparent that the average amounts budgeted by the finalist systems for materials are actually less than those budgeted by the non-finalist systems. Furthermore, a study of Table XII shows that the average amount of *increase* for the finalist systems is less than the average amount of increase reported by the non-finalist systems. It seems apparent that almost all of the finalist systems have followed a pattern of slow but steady increase in allocation of money for library materials. It also seems quite likely that the extraordinary expenditures reported by a number of the non-finalist systems (and one finalist) are in fact "establishment grants" rather than current expenditures; in other words, superiority in the development of library programs does not lie alone in the expenditure of large sums of money on a crash basis for materials. It is interesting that both loss and gain in this item have been greater among 1964 finalists than among 1963 finalists.

Table XI *Expenditure per Student for Elementary School Library Materials, 1963 and 1964 Finalists and Non-finalists.*

Amount allocated	*Non-finalist systems 1961-62*	*Non-finalist public systems 1962-63*	*Non-finalist private systems 1962-63*	*Ten finalists*	
				1961-62	*1962-63*
Up to $0.99	4	3	0	0	0
$1—$1.99	16	11	3	3	3
$2—$2.99	24	8	0	4	5
$3—$3.99	3	11	0	2	1
$4—$5.99	11	15	1	1	0
$6—$9.99	7	3	0	0	1
$10+	2	0	1	0	0
Average	$3.27	$3.23	$5.80	$2.62	$2.86
Range	$0.04 to $16.20	$0.25 to $7.52	$1.00 to $19.65	$1.32 to $4.65	$1.00 to $8.95

Examination of the data on personnel as given in Tables IX and X and study of the applications from non-finalists also reveal that, in general, the non-finalist systems have given greater emphasis to investment in materials than in personnel. The significance of expenditure for personnel in the development of library services is explored further in the next section which reports the findings of a special study of programs of service in elementary school libraries, using data from a group of systems applying for the 1963 awards which cooperated in the study.

Programs of Service

The applications used for the 1963 awards did not specifically request systematic reporting about the programs of service in elementary school libraries, although a variety of information on services and activities was offered in individual reports. Therefore, all of the ten finalist systems and a random sample of the non-finalists were invited to participate in providing additional information on this aspect of their services. Twelve school districts responded, six among the finalists and six non-finalist systems. Responses were received from 358 teachers in the twelve school systems: 135 teachers were served by school libraries with full-time librar-

Table XII *Increase in Allotments per Student 1961-62 over 1960-61, and 1962-63 over 1961-62.*

Amount of increase	*Non-finalist systems (1963) 1961-62*	*Non-finalist public systems (1964) 1962-63*	*Non-finalist private systems (1964) 1962-63*	*Ten finalists (1963) 1961-62*	*Ten finalists (1964) 1962-63*
Loss of $1+	3	3	0	0	0
Loss of $0.05 to $0.99	9	5	0	1	2
Static (± $0.05)	22	17	1	0	3
Gain $0.06 to $0.50	13	12	1	4	3
Gain $0.51 to $0.99	8	4	1	1	1
Gain $1 to $1.99	7	7	1	4	1
Gain $2+	5	3	1	0	0
Average increase	+$0.47	+$0.36	+$3.05	+$0.78	+$0.18
Range	−$13.87 to +$7.93	−$4.25 to +$5.15	$0.00 to +$13.45	−$0.25 to +$1.78	−$0.66 to +$1.80

ians, 138 by part-time librarians, 38 were in schools with only volunteer personnel, and 47 were in schools with classroom collections only. Each teacher checked a list of 175 library activities or services to show which were provided in her classroom or for her students. The activities on the checklist are grouped in three areas: (1) Activities relating to reading, reading guidance, or guidance in listening and viewing; (2) activities relating to instruction in the use of libraries, reference tools, and study habits; and (3) activities or services with adults (parents, teachers, and the like) in behalf of children's reading or use of libraries.

Table XIII summarizes the scores for all teachers responding to this checklist and shows the percentage of each section of the list checked by teachers in each library category. The scores represent an average for each type of library provision (category), weighted in terms of the number of teachers in each school. Analysis of the scores yields interesting findings for the nature of the program of activities in schools with the four different kinds of library provision.

In the first place, the score for those schools having employed school librarians, whether part-time or full-time, are above the average for all schools and in all areas of the checklist. Secondly, the area of instruction in library and study skills appears to have been checked at a higher fre-

Table XIII *Activity Scores for Four Library Categories in Three Sections of the Checklist (Per Cent of Activities Checked by Teachers).*

	Section of checklist:			
	I	*II*	*III*	
Library category	*Reading, etc.*	*Instruction in library skills*	*Parents-teachers*	*Total*
Full-time librarian	48%	58%	47%	51%
Part-time librarian	41%	48%	43%	44%
Central collection—volunteer only	33%	32%	13%	28%
Classroom collections only	31%	27%	18%	27%
Average for all schools and teachers	42%	48%	39%	43%

quency than the other two areas in all the library categories; in other words, all teachers, regardless of library category, give a considerable amount of attention to this in their teaching. In the third place, much more attention is paid to activities and library services with other adults —parents and teachers—in schools having school librarians, whether full-time or part-time, than in schools using only volunteers or leaving all such service to the teachers themselves (as in the classroom collection category). Furthermore, the checklists show a higher score—that is, a higher percentage of services and activities provided—in those schools with a full-time librarian than in those with only part-time coverage by employed personnel. Finally, there is very little difference between schools with volunteers working in a central collection and schools with classroom collections only—a finding corroborated by other research which the writer has carried out.

The reader must remember that this checklist was derived from information provided by teachers, not by librarians. Its rationale is that in an elementary school which has employed librarians one of the most important results of this provision should be in a greater variety and concentration of library-related activities and services in the *classrooms of the school*—not just in the physical quarters of the school library. This assumption appears to be substantiated by the data in Table XIII.

Table XIV provides further analysis by giving the scores for the individual schools which participated in the collection of the data. Schools from the finalist systems have been starred, and it is interesting to note that, with two exceptions, the scores for these schools are above the

average for the library category in which the school falls (that is, the finalists are generally excellent in this respect). In the case of schools S and H (in two different school systems), their scores on all three areas of the checklist are consistently below the average for their category. The average should not, however, be read as a "norm" since even 58 per cent (the highest category score for any of the checklist) would not represent an extremely high percentage of the list; in this case, supervisory personnel in the two school systems should, of course, work with the teachers and the librarian to bring about improvement in the activities and services of the library for students. The best use of this checklist is illustrated by such in-service follow-up, rather than by interpretation of numerical scores alone without such action. Table XIV also illustrates the fact that some schools in the classroom collection category present a better picture than do some in the central collection category, although in both cases the number of schools in the sample is low. In other words, the employment of a school librarian is not *ipso facto* assurance of an excellent program of services and activities.

Another way of studying the return on this measure is to record the number of activities which were agreed upon—that is, checked unanimously—by different proportions of the teacher group in each school and in each library category. This is reported in Table XV which should be read as follows, using as an illustration the figures under Category A: Among the schools with a full-time librarian, thirty-three items out of seventy-three in the section relating to reading activities (Section I) were not checked by any teachers (in the 0 per cent column) but, on the other hand, twenty-three items were unanimously checked by all the teachers in this group (in the 100 per cent column). While the data in Table XV do not show the clear differentiation between library categories that Tables XIII and XIV do, there is a definite downward trend in the number of activities and services checked by teachers from Categories A to D—in other words, there appears to be a degree of correlation between number of activities and library personnel. While this might appear to some to be axiomatic, the objective data do confirm this hypothesis. Also, the three tables together corroborate that there is little, if any, differentiation in number of activities between schools with classroom collections only and schools with central collections but no employed personnel. There may be certain educational values in the mere provision of a central collection, especially if it has been carefully selected and organized, but the activities carried out with such collections by volunteer personnel (whether parents or teachers) do not have a measurable impact on the classroom.

What then are the characteristics of a program of library-related activities which the school administrator can expect to be carried out in a school in which qualified library personnel have been put to work? Both professional standards and research do give clear indications of the fact that the library's program has a substantive content and that its impact

Table XIV *Library Activities for All Schools.*

Library category	*School code*	*Section of checklist: I Reading, etc.*	*II Instruction in library skills*	*III Parents-teachers*	*Total*
Full-time librarian	D*	61	58	53	58
	F*	57	62	70	62
	L	37	40	32	34
	N*	57	68	66	63
	O	52	54	51	52
	P	45	81	38	55
	Q	43	58	41	48
	T	37	52	33	41
	W*	52	48	61	53
	Subtotal	48	58	47	51
Part-time librarian	A	32	54	39	41
	E*	86	71	97	84
	G	37	45	30	38
	H*	26	32	18	26
	S*	34	39	34	36
	V*	56	58	71	60
	Subtotal	41	48	43	44
Central collection—volunteer only	C	29	30	8	25
	M	25	16	11	19
	R*	61	69	32	57
	Subtotal	33	32	13	28
Classroom collections only	B	27	23	12	22
	J*	26	20	15	21
	K	40	34	19	33
	X*	46	42	45	45
	Subtotal	31	27	18	27
Average for all schools and teachers		42	48	39	43

*School from a finalist system.

Table XV *Number of Activities by Levels of Agreement and Library Categories Checked by Teachers.*

Section of checklist	*Category A. Full-time librarian:* 0%	50%	75%	100%	*Category B. Part-time librarian:* 0%	50%	75%	100%	*Category C. Central collection:* 0%	50%	75%	100%	*Category D. Classroom collections only:* 0%	50%	75%	100%
I (N 73)	33	29	30	23	44	17	12	64	45	15	15	21	58	17	12	28
II (N 60)	3	62	36	23	5	22	25	24	24	8	5	10	44	18	6	12
III (N 42)	10	27	18	21	18	6	10	39	48	1	0	10	37	2	1	17
Total* (N 175)	46	118	84	67	67	45	47	127	117	24	20	41	139	37	19	57

*It is correct that these totals can equal more than the N (175) of items in the checklist, since this figure represents the number for all schools in each category.

upon the classroom can be measured in a variety of ways. *Standards for School Library Programs* outlines the following areas as the content of the school library's program: reading and reading guidance, supervised study, instruction in library skills, guidance in listening and viewing, and social and personal guidance.*

Qualities which should characterize the effective program of library activities in any elementary school include the following: (1) *Variety* in number and kind of activities and services, both group and individual, which produce a saturation effect and therefore have a greater possibility of reaching all students and teachers, (2) a *development plan* by which reading and study skills particularly are presented systematically from grade to grade, (3) *concentration* on a few techniques particularly appropriate to the schools (and perhaps also to the faculty involved), (4) *balance* in representation of activities in all the areas of the program listed above, and (5) *accessibility* of activities and services to all students and teachers in the school, both in the classroom and in the library, at all hours of the school day, and for all special groups in the school.

Summary of Patterns of Development of Elementary School Libraries

At this point, the patterns of development or most effective practices followed by the school systems applying for the Encyclopaedia Britannica School Library Awards may be summarized as follows:

No. 1. The single most effective practice appears to have been the employment of a school library specialist with system-wide responsibility for the development of all school libraries. In the systems where this position has a long history, as, for example, in Detroit or Fulton County, Georgia, the work frequently has been begun at the secondary level and then more recently has been extended to the elementary level. In some of the smaller systems, persons with responsibility limited to work with elementary schools have been appointed and have consequently focused their attention on this area of endeavor. The title most frequently used has been "supervisor", although "director", "co-ordinator", and occasionally "head elementary school librarian" have been reported. The work done by these supervisors has included (1) over-all planning; (2) development of specifications for remodeling of quarters and for new quarters; (3) setting up of year-round or summer operations, for the cataloging and processing of materials; (4) co-ordination of selection and acquisition of materials; and (5) carrying out programs of in-service education for faculty and for library staff. The work of the supervisor in this last category is particu-

*American Association of School Librarians, *Standards for School Library Programs.* ALA, 1960. p. 14-21.

larly important in the establishment and development of *elementary* school libraries. The high proportion of personnel with a low level of preparation in librarianship who, by necessity, must be employed underscores the importance of the supervisor's work at this level. As shown in Tables IX and X, the situation seems to be improving.

No. 2. A step toward the provision of a supervisor (reported by at least two districts) is the organization of the school librarians of the district as a professional association and their election of a chairman; this practice was reported in Durham County, North Carolina, and in Ridgewood, New Jersey. In both places, the elected chairman has then served as a leader of the group in making plans for development of the collections, in planning and presenting budget requests, in preparing manuals of procedure, and in other areas of co-operative action. This practice might well be emulated in other school districts where the appointment of a supervisor is not yet financially possible. Another transitional device mentioned in a few cases is the assignment of responsibility for libraries to a general supervisor; this appears to the writer to be less desirable than the first practice, unless no one among the librarians is capable of acting as chairman, since the general supervisor would by definition lack specialized library skills or background.

No. 3. Another pattern of development (but one which does not exclude the appointment of a supervisor) is the use of multi-school or itinerant librarians at the elementary level. In fact, this has been the one most widely used practice by which service has been initiated. The principle implied in the use of this practice is that it provides a modicum of personnel coverage in all schools on a common basis; it is frequently spelled out on the basis of the number of days of service for a certain number of students or classes. It has the advantage of giving a semblance of service in all schools; its great disadvantages are that, except for the very smallest schools, the program of services is very limited, classes may be reached only on a very formalized basis, and worst of all, it too frequently puts a ceiling rather than a floor on the provision of personnel—that is, it is very difficult to demonstrate a really effective program and to secure the personnel to go beyond this minimum level. Obviously, some school systems, of which Fulton County, Georgia, is an example, have not suffered under this last-named disadvantage but have been able to move rapidly toward the provision of full-time personnel.

No. 4. An alternate to this pattern was discovered in only two school systems—Plainfield, New Jersey, and Renton, Washington. In Renton they had used the pattern of multi-school librarians for elementary schools, but an analysis of the program made by the supervisor and, in particular, an analysis of the supervisor's own duties convinced the Board of Education that "to develop a good library program, a librarian must serve full-time in one school." This school system has therefore gone back to the provision of full-time librarians in six schools, leaving other buildings with

central collections but no library staffs. Additional funds have been used for upgrading some collections and for establishment of basic collections in three elementary schools. Additional full-time librarians will be added as soon as it is possible.

In Plainfield, New Jersey, the period of 1960-62 has been taken up with a program of community orientation on the importance of elementary school libraries, utilizing an excellent filmstrip developed jointly by the A-V director, a citizen, and the superintendent of schools. Beginning in 1962-63, one librarian was appointed to establish a library in two of the twelve elementary schools; using commercial processing, the libraries were opened during the year and are now in full operation. By fall 1964 two more librarians were added to serve four more schools. After this, it is hoped that establishment can proceed more speedily.

In these examples, some schools are below others in level of development; both these systems have been able, however, by an excellent program of information to the public and resultant civic support, to break the pattern of "a little for everyone" and to establish elementary school libraries on the pattern of "a good program for all, eventually, in definite planned steps."

No. 5. Still another pattern for initiation of elementary school libraries which has been used by some of the applicants for the 1963 awards is utilization of an already employed school librarian at the secondary level for leadership and for organizational work in behalf of library services for the elementary schools. Systems reporting this practice include Norman, Oklahoma; Glynn County Schools, Brunswick, Georgia; Bettendorf, Iowa; Trumbull, Connecticut; and Cedarhurst, Long Island, New York. While it is surely commendable on the part of the high school librarians to have taken this leadership role, it is also obvious that this method of operation of library services, or organization of materials for elementary schools, can only be done by the high school library staff at the expense of their regular assigned responsibilities in the high school. Therefore, the step to the employment of staff for operation of elementary school libraries must be taken promptly and without delay, else the overall services will undoubtedly suffer.

No. 6. Much the same criticism is attached to the single instance in which mention was made of services currently given by public library staff to the school library. In Marshalltown, Iowa, the public library had handled classroom collections, but this was discontinued in 1959, a development which is known to have occurred in many places throughout the country. In another small system with a total enrollment of 975 students, the town librarian now works one day per week as the supervisor of school libraries. While the financial problems of such small school districts are undoubtedly considerable, it must be noted that this enrollment is ample in size to call for the full-time employment of qualified school librarians.

The Role of Citizens in Development of Elementary School Libraries

Hardly a single report from the school systems applying for the Encyclopaedia Britannica School Library Awards failed to make some mention of parent and citizen concern for and participation in the development of elementary school libraries. It is the underlying philosophy of *Standards for School Library Programs* (ALA, 1960) that citizen support and understanding of the role of the school library is an essential to the development of a quality education program for each school system.

"Promoting wide knowledge and understanding of the national standards for school libraries" was an immediate objective of the School Library Development Project conducted by the American Association of School Librarians. The excellent final report of that recently completed Project states that continued efforts are needed to:

> Spread awareness and understanding in every community, district, and state.
>
> Deepen understanding of the role of the school library in education, with emphasis on the teaching and guidance functions of the library program.
>
> Broaden acceptance of the concept of the school library as a center for all types of instructional materials.*

Such principles as these underscore the appropriate role of the citizen and parent, in groups or individually, as a supporting, not an operative function. In the analysis of the levels of development of elementary library services, reference is made to the fact that in a sizeable proportion of school districts major *operation* of elementary school "libraries" is still carried out by parent groups. Obviously, in these school systems, the administration has not yet been able to implement the principle that the library program is essential to the educational program, and therefore no more to be operated on a volunteer basis than is the teaching of reading or the work of hygiene and health education. A more appropriate term for such operations, therefore, is elementary school library "collections" since it is highly unlikely that a system which relies on volunteers as the sole library personnel can provide much more than distribution of books and will certainly lack the instructional, guidance, and advisory functions which constitute the major ingredients of a program of library services.

A review of reports of citizen involvement in the development of elementary school libraries reveals at least three kinds of participation by citizens and parents; these might be characterized as follows:

(1) The "parents-do-it-all" stage when the school has to rely entirely on parent contributions for book purchase and allows parents or teachers (as an extra duty) to operate distribution services.

*Mary Frances Kennon and Leila Ann Doyle, *Planning School Library Development*, ALA, 1962, p. 54.

(2) The "librarians take over" stage when the school board recognizes the library as an essential ingredient of the school program and employs professionally qualified personnel. Volunteer assistance by parents frequently and beneficially is continued at this stage.

(3) Citizen *support* of school libraries. This does not involve personal intervention in the schools but does require urging by all legitimate means that the school boards provide the financial support from tax resources for personnel, materials, and equipment for school libraries. Sparking and carrying out citizen analyses of the present status of library services and participation in the development of long-range plans are effective kinds of citizen activity at this level.

One of the best means by which citizens and educators may gain an understanding of the nature of an elementary school library program is to study and to observe the experience of another school system which has had a degree of success in initiating this service. A national project financed by the Knapp Foundation of New York has made possible the demonstration of good school library programs in a selection of five elementary schools: Marcus Whitman in Richland, Washington, and Central Park Road School in Plainview, New York (through the 1964-65 school year); Allisonville School, Washington Township, Indianapolis, Indiana; Mount Royal School, Baltimore, Maryland; and Casis School, Austin, Texas (through the 1966-67 school year). Through the resources of the project, the libraries are enabled to provide staff and materials in line with national standards and visitations by groups of citizens, educators, and librarians to observe the libraries are made possible. Information about these demonstrations may be secured from The Director, Knapp School Libraries Project, American Library Association.

In addition, some states, among which are Connecticut and Indiana, have set up machinery by which to encourage observation of selected elementary schools which have good library programs. Information about such demonstration projects may be secured from the office of the state department of education in each state. In addition, many of the EB award school systems are pleased to have visitors to observe their library program. Arrangements for such visits should be made by contacting the superintendent's office in each school district.

The American Association of School Librarians has also developed a body of material which can be easily used by citizen groups and has, in fact, been widely used in exactly this way. The citizen or professional group wishing to initiate plans for development of a library program in its school system can do no better than to secure copies of this material for study and guidance.

Together, and on a step-by-step basis, citizens, educators, and librarians can plan for long-range development of good programs of school library services including, as the basic form of service essential to quality education, good programs of library service in all elementary schools.

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